DOCUMENT RESUME

ED 363 835 CG 026 018

AUTHOR English, Jill; Sancho, Anthony
TITLE Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. [Updated].
INSTITUTION Western Regional Center for Drug-Free Schools and Communities, Portland, OR.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 91
CONTRACT S188AA00001
NOTE 20p.; Supersedes ED 319 148.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Evaluation; Decision Making; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Evaluation Criteria; *Prevention; School Districts

ABSTRACT

This workbook was created to enable a school district or school to select a drug abuse prevention curriculum that is educationally sound and effective. It was produced to assist in the selection of pre-developed curricula, but the criteria may be easily adapted for use in developing curricula. Criteria for selecting a drug abuse prevention curriculum, based on educational theory, research of effective drug prevention programs, and the practical application of those programs, are listed under these headings: goals and objectives; content; instructional methodologies; learning opportunities; materials, time; evaluation; cultural equity; sex equity; and district-specific criteria. Steps in forming a selection committee and preparing for curriculum selection are given and use of the selection criteria is explained. Because most available curricula do not cover all grades from kindergarten through grade 12, it is suggested that the criteria be used to evaluate one curriculum at each grade level rather than using one form to evaluate all the grades within a curriculum. Worksheets are provided to rate the curriculum on each of the criteria by determining to what degree each criterion is met. The final worksheet consists of a summary of curricula analyses. The workbook concludes with a list of further reading. (Author/NB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 363 835

# Western Regional Center
## DRUG -FREE SCHOOLS AND COMMUNITIES

# Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

Far West Laboratory for Educational Research and Development
730 Harrison Street
San Francisco, California 94107-1242

The Southwest Regional Educational Laboratory
4665 Lampson Avenue
Los Alamitos, California 90720

CG024018



BEST COPY AVAILABLE

© 1991 NWREL, Portland, Oregon

Permission to reproduce this document in whole or in part is granted with the stipulation that the Western Regional Center for Drug-Free Schools and Communities and Northwest Regional Educational Laboratory be acknowledged as the source on all copies.

The contents of this publication were developed under Cooperative Agreement Number S188AA00001 with the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government should not be assumed.



BEST COPY AVAILABLE

# Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook

Jill English and Anthony Sancho
Southwest Regional Laboratory

1991

Developed under a subcontract from:
Northwest Regional Educational Laboratory
Western Regional Center for Drug-Free Schools and Communities

# What Is the Western Regional Center for Drug-Free Schools and Communities?

The U. S. Department of Education has a cooperative agreement with the Northwest Regional Educational Laboratory in Portland, OR, to operate the Western Regional Center for Drug-Free Schools and Communities. The purpose of the Center is to develop and improve the capacity of state education agencies, local education agencies, and institutions of higher education to prevent and eliminate alcohol and other drug abuse in schools. The Center provides services to the Western region, including Oregon, Washington, Montana, Idaho, Wyoming, California, Nevada, Alaska, Hawaii, and the Pacific Islands.

Southwest Regional Laboratory (SWRL) and Far West Regional Laboratory for Educational Research and Development (FWL) have subcontracts with the Northwest Regional Educational Laboratory to operate regional centers for the Western Regional Center for Drug-Free Schools and Communities.

***For information about the Western Regional Center for Drug-Free Schools and Communities, please contact:***

**Judith A. Johnson**, Director
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S. Main Street, Suite 500
Portland, OR 97204
(800) 547-6339

***For information about services in Southern California and Southern Nevada, please contact:***

**Carol F. Thomas**
Area Service Coordinator
Western Regional Center for Drug-Free Schools and Communities
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-7661

***For information about services in Washington, Oregon, Montana, Wyoming, Alaska, Hawaii, and the Trust Territories, please contact:***

**Carlos Sunderman**
Area Service Coordinator
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9563

***For information about services in Northern California and the Northern Nevada region, please contact:***

**Ralph Baker**
Area Service Coordinator
Western Regional Center for Drug-Free Schools and Communities
Far West Laboratory for Educational Research and Development
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

# Introduction

The number of drug abuse prevention curricula available is overwhelming. One can become so inundated with these classroom instructional materials that a well-reasoned selection process never occurs. Then, when the deadline is near, the curriculum that gets selected may be one from the company with the best marketing strategies or the one that is best-packaged, rather than the one based on sound prevention education strategies.

The purpose of this workbook is to enable a district or school to select a drug abuse prevention curriculum that is educationally sound and effective. It was produced to assist in the selection of pre-developed curricula However, the criteria may be easily adapted for use in developing curricula.

# HOW TO USE THE WORKBOOK

### *Criteria Organization*

The following criteria for selecting a drug abuse prevention curriculum are based on educational theory, research of effective drug prevention programs, and the practical application of those programs. The criteria are expressed in terms of the optimum and are organized into the following categories:

A. Goals and Objectives
B. Content
C. Instructional Methodologies
D. Learning Opportunities
E. Materials
F. Time
G. Evaluation
H. Cultural Equity
I. Sex Equity
J. District-specific Criteria

### *Preparation for Curriculum Selection*

The first step in selecting a drug abuse prevention curriculum is to form a district selection team. Suggested members for this team include:

- district prevention specialist
- curriculum specialist
- teacher
- principal
- parent
- community drug abuse prevention professional
- student

The selection team needs to accomplish the following tasks:

1. *Develop a realistic, attainable goal for the curriculum.* One of the main reasons past prevention efforts have failed is because goals were so ambitious that they were virtually impossible to achieve. If the goal of a curriculum is meant to imply eradication, then it is unrealistic. The prevention of all drug abuse could be accomplished only through the elimination of drugs from society. In addition, it is unrealistic to expect that a school-based curriculum would have that degree of impact alone, without the support of other school and community programs. The goals that the curriculum itself may attain must be within reason, given the school's resources and level of commitment, for it to be successful.

2. *Agree on the definition of a drug.* Not everyone agrees on what a drug is and what it isn't. These varying definitions make it difficult to select curricula. The drug on which the curriculum will focus and the definition of that drug must be done prior to the selection of any curriculum.

3. *Come to a consensus on what drug abuse is, especially as it relates to alcohol.* The definition of drug abuse is even more varied than that of a drug. Some people feel "responsible" drinking is acceptable. Others believe any drug use is abuse. These issues need to be discussed at length so that the messages delivered throughout the curriculum are consistently ones of "no use."

3. *Decide on additional criteria the team thinks are important.* There may be criteria other than those given in this workbook that the team may want to consider. These criteria will be specific to the district or school.

4. *Determine budget constraints.* The prices of existing curricula vary. To expedite and simplify the selection process, districts need to determine how much money may realistically be spent on curricula. Many curricula may be eliminated quite easily, regardless of their quality, because of budget constraints.

Once these tasks are completed, the team is ready to begin the selection process.

### *Using the Selection Criteria*

The criteria that follow are meant to be used as a guide to systematically simplify the selection process, while making it more educationally sound. The guide has not, however, been scientifically tested with all available curricula.

## HOW TO USE THE WORKBOOK

Because most available curricula do not cover all K-12 grades, it is suggested the criteria be used to evaluate one curriculum at each grade level rather than using one form to evaluate all the grades within a curriculum.

Initially, each team member should rate each curriculum independently. The curriculum is to be analyzed according to the degree that it meets the criterion: completely, to some degree, not at all. In addition, if the curriculum meets the criterion to some degree, the percentage to which it is met is noted: 75%, 50%, 25%. The score for each criterion should be circled, based on the analysis. There is space next to the rating of each criterion for comments and to note specifically what is lacking or is exceptionally good. Finally, the total score for each category is tallied and transferred to page 15 for easier analysis of all curricula.

After that task has been completed, the committee may discuss any large discrepancies, coming to a consensus about the best curriculum for the district. Curriculum may be selected using one of the following processes:

1. Select one curriculum from an array of products.
2. Select one curriculum based on its own merits, without comparing it to others.
3. Develop a list of acceptable curricula from which policymakers may select.

## GOALS AND OBJECTIVES

Goals are the long-range results toward which the curriculum is directed. Objectives are a listing of what the students will be able to do at the conclusion of the curricular program.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Goals and objectives are *realistically* attainable. | 4 | 3 | 2 | 1 | 0 | |
| 2. Goals and objectives are related to the district's identified needs. | 4 | 3 | 2 | 1 | 0 | |
| 3. Objectives are well-defined, behavioral, and measurable. | 4 | 3 | 2 | 1 | 0 | |
| 4. Objectives describe both long-term and short-term outcomes. | 4 | 3 | 2 | 1 | 0 | |
| 5. Objectives include a strong focus on prevention. | 4 | 3 | 2 | 1 | 0 | |
| 6. Program includes both cognitive and affective objectives. | 4 | 3 | 2 | 1 | 0 | |
| 7. Goals and objectives promote a clear and consistent no-use message. | 4 | 3 | 2 | 1 | 0 | |
| 8. Objectives reflect an appropriate and comprehensive scope and sequence for the grade level. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE:** _____ **of 32**

## CONTENT

Content refers to the subject matter included in the curriculum.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Curriculum contains appropriate continuity, scope, and sequence for the grade level. | 4 | 3 | 2 | 1 | 0 | |
| 2. Content is comprehensive in nature. | 4 | 3 | 2 | 1 | 0 | |
| 3. Content may be integrated into a variety of other subject matter. | 4 | 3 | 2 | 1 | 0 | |
| 4. Content is part of a comprehensive health promotion curriculum. | 4 | 3 | 2 | 1 | 0 | |
| 5. Content is accurate, valid, and current. | 4 | 3 | 2 | 1 | 0 | |
| 6. Content promotes a clear "no-use" message. | 4 | 3 | 2 | 1 | 0 | |
| 7. Content is based on the needs and interests of all students. | 4 | 3 | 2 | 1 | 0 | |
| 8. Content addresses the perspectives of various ethnic and cultural groups. | 4 | 3 | 2 | 1 | 0 | |
| 9. Curriculum contains content of effective drug prevention programs, such as short-term, social consequences of use; clarification of normative beliefs; stress reduction; communication skills; decision-making process influences to use drugs; and friendship development. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 36**

## INSTRUCTIONAL METHODOLOGIES

Instructional methodologies are the activities or strategies used *by the teacher* to facilitate student learning.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Curriculum uses a variety of instructional methodologies. | 4 | 3 | 2 | 1 | 0 | |
| 2. Curriculum uses methodologies of effective drug abuse prevention programs:<br>• role playing<br>• socratic instruction (questioning)<br>• small group discussions<br>• little didacticism (preaching, moralizing) | 4 | 3 | 2 | 1 | 0 | |
| 3. Instructional methodologies take into account the cultural and ethnic values, customs, and practices of the community. | 4 | 3 | 2 | 1 | 0 | |
| 4. Instructional methods are appropriate for the grade level. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 16**

## LEARNING OPPORTUNITIES

Learning opportunities are the activities engaged in *by the students* to help them achieve the curricular objectives.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Curriculum provides students with a variety of opportunities to learn knowledge and practice skills related to the program objectives. | 4 | 3 | 2 | 1 | 0 | |
| 2. Curriculum uses learning opportunities of effective drug prevention programs such as decision-making, skill rehearsal, critical analysis, values identification, and goal setting. | 4 | 3 | 2 | 1 | 0 | |
| 3. Curriculum provides meaningful homework activities that include opportunities for parent involvement. | 4 | 3 | 2 | 1 | 0 | |
| 4. Activities foster higher-order thinking among students. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 16**

## MATERIALS

The materials are items that are a part of the curricular package used by teachers or students.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Materials are current and valid. | 4 | 3 | 2 | 1 | 0 | |
| 2. Materials are appropriate for the target population. | 4 | 3 | 2 | 1 | 0 | |
| 3. Materials are relevant to the program objectives. | 4 | 3 | 2 | 1 | 0 | |
| 4. Materials are easily accessible. | 4 | 3 | 2 | 1 | 0 | |
| 5. Materials, which contain clear format and direction, may easily be used by teachers. | 4 | 3 | 2 | 1 | 0 | |
| 6. Materials are aesthetically pleasing and of high quality. | 4 | 3 | 2 | 1 | 0 | |
| 7. Materials are durable and safe. | 4 | 3 | 2 | 1 | 0 | |
| 8. Materials are within the budget constraints of the program. | 4 | 3 | 2 | 1 | 0 | |
| 9. The structure of the curriculum allows it to be easily updated. | 4 | 3 | 2 | 1 | 0 | |
| 10. References are provided for teachers. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 40**

## TIME

Time refers to the time spent implementing the curriculum.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Program is of adequate time and intensity to meet all objectives. | 4 | 3 | 2 | 1 | 0 | |
| 2. Amount of time allotted for each lesson fits the scheduling needs of the instructor. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 8**

## EVALUATION

The evaluation includes assessments done during the curriculum's development and implementation.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Program was thoroughly evaluated prior to dissemination. | 4 | 3 | 2 | 1 | 0 | |
| 2. Evaluation was clearly linked to all program objectives. | 4 | 3 | 2 | 1 | 0 | |
| 3. Evaluation shows evidence of changes in attitude. | 4 | 3 | 2 | 1 | 0 | |
| 4. Program provides for ongoing evaluation by the teacher. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 16**

## CULTURAL EQUITY

Materials reflect cultural equity when there is a balance in the positive representation of diverse populations.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Materials contain no demeaning labels or stereotypes of minorities. | 4 | 3 | 2 | 1 | 0 | |
| 2. Materials display a variety of diverse ethnic groups. | 4 | 3 | 2 | 1 | 0 | |
| 3. Materials display minorities in a variety of professions. | 4 | 3 | 2 | 1 | 0 | |
| 4. Materials present minority contributions and achievements. | 4 | 3 | 2 | 1 | 0 | |
| 5. Materials depict differences in customs as desirable. | 4 | 3 | 2 | 1 | 0 | |
| 6. Materials contain equal representation of minorities in mental and physical activities. | 4 | 3 | 2 | 1 | 0 | |
| 7. Materials show socioeconomic ranges for different minority groups. | 4 | 3 | 2 | 1 | 0 | |
| 8. Materials reflect a balance of both traditional and nontraditional family compositions. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 32**

## SEX EQUITY

Sex equity refers to a balance of gender roles depicted in traditional and nontraditional settings.

| Criteria | Degree criterion is met | | | | | Needs/Comments |
|---|---|---|---|---|---|---|
| | Completely | To some degree | | | Not at all | |
| | | 75% | 50% | 25% | | |
| 1. Materials contain equal illustrations and portrayals of males and females in occupations/activities. | 4 | 3 | 2 | 1 | 0 | |
| 2. Materials maintain a balance of traditional and nontraditional male and female roles. | 4 | 3 | 2 | 1 | 0 | |
| 3. Materials contain neutral language (e.g., people, persons, men and women, they). | 4 | 3 | 2 | 1 | 0 | |
| 4. Materials portray both sexes in parenting activities with families. | 4 | 3 | 2 | 1 | 0 | |
| 5. Materials contain no demeaning labels or role stereotypes. | 4 | 3 | 2 | 1 | 0 | |
| 6. Materials show equal representation of males and females in mental and physical activities. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE: _____ of 24**

## DISTRICT-SPECIFIC CRITERIA

District-specific criteria include any additional requirements an individual district wants to make.

| Criteria | Degree criterion is met | | | | Needs/Comments |
|---|---|---|---|---|---|
| | Completely | To some degree | | Not at all | |
| | | 75% | 50% | 25% | |
| 1. | 4 | 3 | 2 | 1 | 0 | |
| 2. | 4 | 3 | 2 | 1 | 0 | |
| 3. | 4 | 3 | 2 | 1 | 0 | |
| 4. | 4 | 3 | 2 | 1 | 0 | |
| 5. | 4 | 3 | 2 | 1 | 0 | |
| 6. | 4 | 3 | 2 | 1 | 0 | |

**TOTAL SCORE:** _____

## Summary of Curricula Analyses

| Curriculum Title | Grade | Goals and Objectives (32) | Content (36) | Instructional Methodologies (16) | Learning Opportunities (16) | Materials (40) | Time (8) | Evaluation (16) | Cultural Equity (32) | Sex Equity (24) | District-Specific Criteria | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

## Further Reading

*Drug Prevention: Curriculum and Resource Review*
National Federation of Parents for Drug-Free Youth
8730 Georgia Avenue, Suite 200
Silver Spring, MD 20910

*Criteria for Assessing Alcohol Education Programs*
California Department of Education
Publications Sales
P.O. Box 271
Sacramento, CA 95802

*Guidelines for School-Based Alcohol and Drug Abuse Prevention Programs*
California Department of Education
Publications Sales
P.O. Box 271
Sacramento, CA 95802

*Curricula and Programs for Drug and Alcohol Education*
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204

*Schools and Drugs: A Guide to Drug and Alcohol Abuse Prevention Curricula and Programs*
Crime Prevention Center
Office of the Attorney General
1515 K Street, Suite 511
Sacramento, CA 94244-2550

*Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention/Education Programs*
U. S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202